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ABSTRACT

This secondary unit of instruction on spelling is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual; (4) pre/post tests and quizzes; and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

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CUBE

COMMON CORE UNITS IN BUSINESS EDUCATION

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CE 027 601

# SPELLING

Written by

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# INTRODUCTION TO SPELLING

"I DON'T HAVE TO KNOW HOW TO SPELL!"

If you make that choice, there are several minor details to consider. First, don't write anything down. People will not be able to understand what you wrote. And for goodness sakes don't go into office or distributive occupations.

You're interested in those job areas? Then you have a big decision to make *right now.* You must become skilled in spelling. The correct placement of alphabetic characters to form words is one skill that will earn you money in office and distributive jobs. Business people throughout the country keep telling us over and over that one of the critical areas new employees are very weak in is *spelling.*

Can you imagine the kind of impression the letter shown at the right would leave with the reader? Would the reader have confidence in this company? Would you, if you were the reader, trust the company with a large order?

Perhaps most important of all about misspellings in a letter such as the one illustrated at the right is that the writer just doesn't care about the reader. This "not caring" attitude causes your company to lose the goodwill of others. Once that happens, the business finds itself in deep trouble.

October 19, 19--

Ms. Pam Ortega
Kitty Kraft Shop
302 E. Weber St.
Ventura, CA 93003

Dear Ms. Ortega:

We are sorry it took us so long to anser yor letter. Our Siping Department tels me that they had alot of work last month and fel behin.

Yor order is being send out today. I hop its not to late for yor sal.

Plez dont let this dela stop you from sending use ferther orders. We promise to fil and send them back too you the sam day they are recieved.

Sincerly yors,

Joe Cook

Joe Cook
Shiping Clerc

"I get the picture. My mind is made up. I'm going to improve my spelling!"

Terrific! The battle is half won. Once you have decided to sharpen your spelling skills, you're on your way.

As in any other skill, improvement requires constant practice. YOU WILL NOT BE ABLE TO IMPROVE YOUR SPELLING BY READING A FEW PAGES ON SPELLING IMPROVEMENT. Reading pages in this Unit will not help your spelling much.

## YOU MUST PRACTICE

Practice is the secret. You must practice now and continue to practice beyond this unit if you wish to improve. This is doubly important if you would like to go into shorthand, machine transcription or business managment involving heavy letter and memo writing.

What and how should you practice? Writing each word 100 times will not do it. Nor will taking long spelling tests help to improve your skill for any length of time. This Unit is designed to give you some help in long-range skill improvement.

The Unit is divided into the following sections:

INTRODUCTION TO SPELLING
SEVERAL WAYS TO IMPROVE SPELLING
FREQUENTLY MISSPELLED WORDS
A PLAN TO IMPROVE YOUR SPELLING SKILL

Here are some points to keep in mind about spelling . . . . . .

1. Not everyone learns to spell using the same method. Some people learn one way while others learn another way.
2. People who work with words and are responsible for the correctness of words usually improve their spelling.
3. Reading may have something to do with spelling. *Sometimes* good readers who read a lot spell fairly well.
4. Correct pronunciation of words helps spelling skill.
5. Self-discipline and high motivation usually improves spelling skills. You have to want to improve and you have to stick to it, day after day.

(BEFORE YOU BEGIN THIS UNIT ON SPELLING, SEE YOUR TEACHER FOR A *SPELLING PRE-TEST)*

# SEVERAL WAYS TO IMPROVE SPELLING

People whose job it is to find out how we learn to spell tell us that some of us learn one way while others learn another way. The next few pages will show you some of the paths used to master the art of spelling.

## The Rules Way

Rules are a must in baseball. Without them the batter would never leave home plate until he got a base hit.

Rules are a must in spelling also. Until some rules are learned, words continue to be spelled incorrectly. Some people learn to spell very well by applying rules. If you are that type of person, here are *a few* rules. There are many books on the market giving complete sets of spelling rules. You might like to see some of them. Ask your Business or English teacher.

Before we look at a few rules, here are some words you will need to know.

vowel . . . . . a letter representing the sound of a e i o u and sometimes y.

consonant . . . . . a letter representing the sound of all of the letters in the alphabet except the vowels listed above.

syllable . . . . . a part of a word pronounced by a single vocal act.
(Can be a word as – cat, act, was)
(Can have several in one word as – drum·mer, Sat·ur·day)

suffix . . . . . a group of letters or a sound added to the end of a root or base word.
(ful*ly*, lov*able*, writ*er*)

**THE ei OR ie RULE**

*Memorize this:*

i before e
except after c
or when sounded like a
in neighbor and weigh

*Think about this:*

- If the *e* sound is long after *c*, it comes first . . . receive, receipt
- *i* comes first after all the other consonants . . . believe, yield

*Think about this:*

- *e* comes first no matter what letter is in front of it when the *ei* or *ie* sounds like long *a* . . . eight, vein

*Think about this:*

- This rule does not work for the following common words:

| | | |
|---|---|---|
| either | weird | height |
| seize | sleight | leisure |
| seizure | neither | foreign |

NOTE: The reason the rule doesn't work is that the pronunciation has changed over the years while the spelling stayed the same. (We now say lēsure. Years ago it was lāsure.)

## Activity 1

**Go to the ACTIVITY SECTION, page 1, and follow instructions.**

## Activity 2

**Go to the ACTIVITY SECTION, page 1, and follow instructions.**

## Activity 3

**Go to the ACTIVITY SECTION, page 1, and follow instructions.**

### THE FINAL Y TO I RULE

The batter doesn't swing at every ball that's pitched. The rules allow him to do some other things as well. All words aren't spelled using the same rule. We have other rules to help us when conditions aren't just right. One of these rules is the changing of the final *y* in a word to *i*.

*Think about this:*

- Words ending in *y* with a *vowel* coming before the *y* usually *do not* change the *y* to *i* when adding suffixes or other endings . . .
  stay, stay*ed*, stay*ing* – – – enjoy, enjoy*ed*, enjoy*ing*

- Words ending in *y* with a *consonant* coming before the *y* usually *do* change the *y* to *i* when adding suffixes or other endings . . .
  copy, cop*ied*, cop*ies* – – – hurry, hurr*ied*, hurr*ies*

BUT if the suffixes begin with *i* notice what happens:

copy*ing*
hurry*ing*

That's right! Keep the *y* or otherwise the words would be:

copiing
hurriing

and that looks Dumb!

*Think about this:*

- This rule does not work for the following common words:
  pay, paid  day, daily  lay, laid  say, said

## Activity 4

**Go the the ACTIVITY SECTION, page 2, and follow instructions.**

## Activity 5

**Go to the ACTIVITY SECTION, page 2, and follow instructions.**

## Activity 6

**Go to the ACTIVITY SECTION, page 3, and follow instructions.**

### FINAL e BEFORE SUFFIX RULE

Just as the batter "looks over" each pitch carefully before swinging, so too you are "looking over" some of the common spelling rules. The batter has a certain number of strikes and balls given and then it's either on base or back to the bench. You have only a few more rules to go and then it's "on base with spelling" for you!

*Think about this:*

- Final silent *e* in words is usually *kept* when a suffix starts with a *consonant* . . .
  sincere, sincere*ly* enclose, enclose*d*
- Final silent *e* in words is usually *dropped* when a suffix starts with a *vowel* . . .
  like, lik*ing*, lik*able* advise, advis*ing*

*Important Note:* This rule has several additions to it. If it was used with every word that applies, changes in pronunciation of some words would occur.

ADDITION I TO THE RULE

Silent *e* is *kept*. . . . . to prevent confusion when *ing* is added to some words.
dye, dyeing die, dying

ADDITION II TO THE RULE

Silent *e* is *kept*. . . . . when a suffix starts with a vowel because some words might be mispronounced. For other words it's just tradition.
line, lineage, mileage

ADDITION III TO THE RULE

Silent *e* is *kept*. . . . . in some words that end in *ce* and *ge*. This is done so that the *c* or *g* will not have the hard *k* or *g* sound.
notice, noticeable advantageous

ADDITION IV TO THE RULE

Silent *e* is *dropped*. . . . . before a suffix starting with a consonant. These words have a history of change or are in the process of changing. Here are a few common ones.
argue, argument nine, ninth judge, judgment true, truly
awe, awful wise, wisdom twelve, twelfth double, doubly

*Note:* Since the rule doesn't help you with these words, it's best to memorize them. Pages 12 and 13 will aid you.

Oh, Oh! Swinging at that bad pitch means only one thing. Our batter needs some practice. Same goes for these silent *e* rules. How about a little practice? Turn the page for a few ACTIVITIES involving the silent *e* rule and suffixes.

## Activity 7

**Go to the ACTIVITY SECTION, page 3, and follow instructions.**

## Activity 8

**Go to the ACTIVITY SECTION, page 4, and follow instructions.**

## Activity 9

**Go to the ACTIVITY SECTION, page 4, and follow instructions.**

### DOUBLE CONSONANT BEFORE SUFFIX RULE

This one is a little tough. It's also one of the most useful rules since there are so many words involved.

Some words *double* their consonants before endings . . . occurring
Some words *do not* double their consonants before endings . . . heating

**I.** WORDS THAT DOUBLE – letting, shipper, dropped

Those words containing *one* syllable (let)
*AND*
end in one consonant (let)
*AND*
the consonant is preceded by one vowel (let)
*AND*
the suffix begins with a vowel (ing)
*THEN*
DOUBLE THE FINAL CONSONANT (letting)

## Activity 10

**Go the the ACTIVITY SECTION, page 5, and follow instructions.**

Follow simple rules and
*YOU*
will hit a HOME RUN too
with Spelling.

## II.

WORDS THAT DOUBLE – referring, preferred, unforgettable

Those words containing two syllables (refer = re fer)

*AND*

the last syllable is accented (re FER)

*AND*

end in one consonant (refer)

*AND*

the consonant is preceded by one vowel (refer)

*AND*

the suffix begins with a vowel (ing)

*THEN*

DOUBLE THE FINAL CONSONANT (referring)

## Activity 11

**Go the the ACTIVITY SECTION, page 5, and follow instructions.**

EXCEPTIONS TO THE TWO RULES ABOVE

*Do not* double when:

1. The word ends in *h, w* or *x*. (taxes)
2. No accent on the last syllable (benefited) or the accent is shifted when the ending is added (prefer, preference)
3. When final consonants are preceded by two vowels (appeared)
4. Words end in two consonants (turned)

## Activity 12

**Go the the ACTIVITY SECTION, page 5, and follow instructions.**

**SECRETARY**, $682 to $829. Department Secretary in English, good typing, shorthand 90 wpm. 2 years experience and proficiency in English skills. Excellent fringe benefits. Apply: Personnel, California State College, Stanislaus Turlock, 95380. Phone 633-2351. Affirmative action/equal opportunity/title IX employer.

SECRETARY

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St. Joseph's Hospital

Are you an I LIKE SPELLING RULES person? If you are, you must have improved your spelling skill just by a review of the four rules given on the preceding pages. There are many more rules you could work with. If you're interested, look up spelling rules in a good dictionary, office reference manual or see your teacher.

There is one more area to look at before we leave the RULES section and that is . . . Apostrophes . . . An apostrophe is really a punctuation mark that looks like this ' . Why worry about that little mark now? Simply because the wrong use of these little characters causes misspelled word and confused readers.

Before examining the apostrophe and how it affects spelling, here are some words that will be used with their meanings.

Noun. . . . . .name of a person, place or thing
Singular. . . . . .one . . . A noun that is singular . . . girl, boy, horse
Plural. . . . . .more than one . . . A noun that is plural . . . girls, boys, horses
Possessive . . . . . .a noun showing ownership . . . a noun that owns something.

*Think about this:*

1. SINGULAR NOUN
   The *girl* left her bike in the garage.
2. PLURAL NOUN
   The *girls* left their bikes in the garage.

NOTICE that in the first sentence the word *girl* means one. One girl left one bike (her own) in the garage.

NOTICE that in the second sentence the word *girls* means more than one. More than one girl left more than one bike (bikes) in a garage.

3. SINGULAR POSSESSIVE NOUN
   The *girl's* bike was left in the garage.
4. PLURAL POSSESSIVE NOUN
   The *girls'* bikes were left in the garage.

NOTICE that in sentence No. 3 an apostrophe was put in *before* the s. Yet sentences No. 1 and 3 say the same thing. Because of our language structure, an apostrophe must go *before* the s or else we would think that the word was plural.

NOTICE that sentence No. 4 has an apostrophy *after* the s. Yet sentences No. 2 and 4 say the same thing. Because of our language structure, an apostrophe must go *after* the s to show that the noun is *plural* and that it shows *possession*.

CONFUSED? Study the above four sentences one more time before going further.

Here are the rules for possessives.

SINGULAR POSSESSIVE

To show the singular possessive of a noun, add 's.

PLURAL POSSESSIVE

To show plural possessive of a noun, add s'.

A few notes:

Note One: A noun ending in *s* already, usually takes the apostrophe only.
Jones' James' Charles'

Note Two: In compound words (son-in-law, mother-in-law) the apostrophe is added to the last part. (son-in-law's, sons-in-law's)

Note Three: More than one owner in a business? Apostrophe goes at the end. (Garcia, Winter, & Smith's downtown office)

Note Four: Nouns that are plural but do not end in *s* (children, men) add 's to show plural posessive. (men's ties)

QUICK REVIEW

*Singular Possessive*

boy + 's = boy's bike
lady + 's = lady's hat
child + 's - child's toy

*Plural Possessive*

boy + s' = boys' bikes
ladie + s' = ladies' hats
children + 's = children's toys

FINAL NOTE: To show that each person owns an item in one sentence, add the apostrophe to each. (John's and Mary's bikes were both here.)

## Activity 13

**Go to the ACTIVITY SECTION, page 6, and follow instructions.**

## Activity 14

**Go to the ACTIVITY SECTION, page 6, and follow instructions.**

Some words show possession without the apostrophe. There aren't very many but they sure cause us a lot of trouble. These words are called possessive personal pronouns . . . ours, yours, his, hers, theirs, its.

| *WRONG* | *RIGHT* |
|---|---|
| • Is that car your's? | • Is that car yours? |
| • The tree had it's branches trimmed. | • The tree had its branches trimmed. |
| • This coat is her's. | • This coat is hers. |

*What is one of the most misspelled words in the English language?*

**its**

That's right! The two words *its* and *it's* are really difficult for many people. How can you remember the difference? One word is a contraction and the other is a possessive. Contractions are usually two words shortened into one. Writers use them when they wish to create an informal or conversational tone in their writing. A contraction has an apostrophe in place of the letter or letters missing in one of the words. Here are some examples: cannot . . . can't has not . . . hasn't you are . . . you're they will . . . they'll

| | |
|---|---|
| IMPORTANT | *it's* is a contraction for it is<br>*its* is a possessive of it |
| EXAMPLE | It's going to rain.<br>The tree had its branches trimmed. |
| HINT | Use the apostrophe only when you mean it is |

## Activity 15

**Go to the ACTIVITY SECTION, page 7, and follow instructions.**

## The Tricks Way

"I can't learn to spell using rules. I'm just not a rules person."

Although spelling rules are necessary, some people use a combination of rules and other methods to remember certain words. With the TRICKS WAY, you being by taking a word that is tough for *you* to spell and try to create something that will help you spell it correctly. Let's take the word *separate.* Do you realize that this dirty *rat* of a word is one of the top ten misspelled words in the United States? Look at these two sentences:

- The teacher tried to *separate* the class into two groups.
- Each group had a *separate* set of rules.

The word *separate* in the first sentence is spelled the way it sounds. The problem with a rat of a word like this comes in the second sentence. If you spell by sound, the word really should be spelled *seperate* in that sentence. It's not. Both pronunciations are spelled the same way . . . *separate.* How can you keep this in mind? One way is to create some kind of memory trick or aid to help you remember the correct spelling. Here's one:

Do you have a problem with *all right?* Many people do. They want to spell it *alright.* A memory trick is to remember that this word is always *two* words and that everything is ALL right -- the opposite of ALL wrong.

Listed below are a few more words with memory tricks. Since this is a highly individualized approach, what works for one person may not work for another. YOU MUST CREATE SOME OF YOUR OWN. Don't worry if what you create sounds dumb . . . the dumber the better in some cases . . . as long as *you* remember the correct spelling.

stationery, stationary – The one with the *e* in it is paper because that stationery is used for writing letters and e's are in the word letter.

principal, principle – Every principal of a school should be a student's *pal.*

paid – It's an *aid* to me when I'm *paid.*

there – Means a certain place. It has the word *here. Here* is a place.

announcement – There is an *ounce* in that word.

Many words are misspelled because they are not pronounced correctly.

surprise – we sometimes say *suprise*

February – have you ever heard someone say *Febuary?*

hundred – *hunred* is the way this word is mispronounced.

government – if you say *goverment,* you may have trouble with this.

experiment – the *i* could easily be left out in this word.

## Activity 16

Go to the ACTIVITY SECTION, page 7, and follow instructions.

## Activity 17

Go to the ACTIVITY SECTION, page 7, and follow instructions.

## Job 1

Go to the ACTIVITY SECTION, page 9.

## The Visual Way

All of us have the ability to close our eyes and "see". We can easily "see" what we had for breakfast this morning, or we quickly switch to recalling the face of our best friend and, without hesitation, "see" Christmas morning of last year. Our memory does amazing things all right! We can force this powerful part of our body to show us pictures of words spelled correctly just as we force it to bring us faces or scenes. How? A little practice will do it.

Step 1 Pick a word *you* have trouble with ..... sincerely
Step 2 Look at it for a few seconds ..... sincerely
Step 3 Zero in on the letter or letters that you know cause you problems ..... sincerEly
Step 4 Close your eyes. SEE THE WORD? ..... sincerEly

Try another one.

Step 1 Pick a word ..... mileage
Step 2 Look at it for a while ..... mileage
Step 3 What letter or letters cause you troubles with this word ..... milEage
Step 4 Close your eyes. SEE THE WORD? ..... milEage

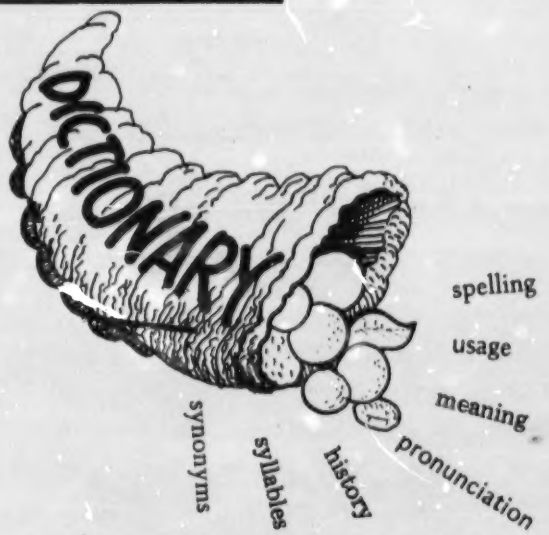
If you use this method, here are some hints:

- Don't take a lot of words at one time. (Five or ten is about it.)
- Try to recall these words several times a day. One thing great about this method is that you can do the recalling anywhere/anytime.
- Don't take a new group of words until you can "see" the group you're working on clearly.
- BE SURE YOU PRONOUNCE THE WORD CORRECTLY AND THAT IT'S SPELLED RIGHT BEFORE YOU TRY TO MEMORIZE IT.

## Activity 18

Go to the ACTIVITY SECTION, page 8, and follow instructions.

# The Dictionary Way




Another way people learn to spell is by using a good dictionary. Have you ever really looked closely at a dictionary? It tells you an awful lot about words besides what they mean. Don't forget that many people have problems with spelling because they mispronounce words. The dictionary will give the correct pronunciation as well as the correct spelling and meaning. Some dictionaries give spellings only. If your pronunciation is good, use this type of handy reference, especially in office situations. Don't feel guilty using this source book because others may think you're dumb. Using a dictionary is a sign of intelligence showing that you want to be right and a sign of caring for others because you want the message to be clear.

## Job 2

Go to the ACTIVITY SECTION, page 9.

You have been shown four common ways to improve your spelling.

The Rules Way
The Tricks Way
The Visual Way
The Dictionary Way

There are other methods. All are absolutely worthless unless two things happen to *you*.

1. You want to improve your spelling.
2. You practice.

The next Section in this Unit will give you a plan to help you improve and practice.

# FREQUENTLY MISSPELLED WORDS

## Job 3

**Before you begin this Section, do this Job. Go to the ACTIVITY SECTION, page 10.**

You have just finished working with several methods others use to strengthen their spelling skill. Now you will be given a few words that are always misspelled by people of all age levels. Learn these by any method, and you will really improve your everyday spelling skill. Check for each word:

✓ 1. *Can I pronounce it correctly?* (Use a dictionary, ask a teacher, an aide, or someone you feel uses correct pronunciation.)

✓ 2. *Do I know what the word means?* (Look it up in a dictionary if you need to.)

✓ 3. *Can I use the word in a sentence?*

✓ 4. *Can I spell it correctly?* (If you can't put it on a sheet of paper to be added to a list later in this Unit.)

*Ten Words Frequently Misspelled by High School Students*

1. too
2. it's
3. their
4. to
5. principal
6. its
7. committee
8. separate
9. believe
10. a lot students put the two words together (. . . alot . . .)

## Job 4

**Go to the ACTIVITY SECTION, page 10.**

Here are twenty words most frequently misspelled by community college business majors enrolled in Business Communications courses over a period of five years. Use the checks on page 15 for this list.

| | | | |
|---|---|---|---|
| 1. | business | 11. | necessary |
| 2. | a lot | 12. | immediately |
| 3. | its | 13. | meant |
| 4. | it's | 14. | surprise |
| 5. | separate | 15. | whether |
| 6. | too | 16. | enclose |
| 7. | their | 17. | sincerely |
| 8. | there | 18. | truly |
| 9. | receive | 19. | personnel |
| 10. | all right | 20. | mileage |

## Job 5

Go to the ACTIVITY SECTION, page 10.

You have just looked at some words that cause students spelling problems. Are these words used very often? Yes, according to a study of business correspondence. Some 2,000 letters, memos and reports containing 295,271 words were examined. [1] The *third* most frequently used word was *to* and the tenth was the word *your*. Of the 31 most frequently used words, ten are given below. It would be a good idea if you knew how to spell and use these ten words since you will find them in most business correspondence. Use the checks on page 15.

| | |
|---|---|
| to | truly |
| your | there |
| would | enclosed |
| yours | their |
| sincerely | business |

## Job 6

Go to the ACTIVITY SECTION, page 11.

[1] James A. Silverthorn, *"The Basic Vocabulary of Written Business Communications,"* unpublished Ph.D. dissertation, Indiana University, 1955.

# A PLAN TO IMPROVE YOUR SPELLING SKILL

You are almost finished with this Unit on Spelling. Some tools have been given to you to help improve your spelling skill. As we said earlier in the Unit, just reading these pages will not improve that skill much. You must *want* to improve and YOU MUST PRACTICE. The next few pages will give you a plan that will provide the practice.

The plan is very simple. You keep a list of words *you* misspell. You keep taking tests on these words until you're sure you can spell the words correctly. The plan will continue after you finish this Spelling Unit. In fact, this plan can be used for as long as you like; weeks, months, or years. It's up to you and your needs and desires to become a good speller.

HERE'S HOW IT WORKS:

Keep a record of words you misspell no matter where the misspelling takes place in your daily life.

*Example*

Let's say you are a high school student taking an English class. You wrote a theme and several words were misspelled. (receive, business, a lot) You would take these words and start a list of words you misspell.

| WORDS MISSED LIST |
|---|
| receive |
| business |
| a lot |

*Example*

You are writing a report in history and you notice that some words need to be looked up in a dictionary because you're not sure of their spelling. These are simple words such as: *difficult separate receive*. You add them to your Words Missed List. If the word is already on your list, (in the example it's the word *receive*) you make a mark in back of that word.

| WORDS MISSED LIST | | |
|---|---|---|
| receive / | a lot | separate |
| business | difficult | |

*Example*

You are composing a letter to your friend and find that some words such as: *whether mystery* and *realize* need to be found in a dictionary or you had to ask someone how to spell them. Add the words to your Words Missed List.

| WORDS MISSED LIST | | |
|---|---|---|
| receive / | difficult | mystery |
| business | separate | realize |
| a lot | whether | |

*Example*

You transcribe a letter and give it to your Business Teacher. It comes back to you showing that you made it all right; however, there were some problems with these words: *a lot their whether receive*

Add these to your Words Missed List. If the word is already on your list. (example: a lot whether receive) you make a mark in back of those words.

| WORDS MISSED LIST | | |
|---|---|---|
| receive // | difficult | mystery |
| business | separate | realize |
| a lot / | whether / | their |

*Example*

WITHOUT looking at your Words Missed List, you give it to someone at the end of the week and ask that person to give you a test on the words. DON'T study the words before the test. Memorization for a test does not mean you can remember the spelling for a long period of time. The person reads the words, you write them down and compare your test with your list. IF A WORD IS WRONG ON THE TEST, PUT A MARK IN BACK OF THE WORD ON YOUR LIST.

| Your Test | |
|---|---|
| ✓recieve | whether |
| ✓busines | ✓mistary |
| a lot | ✓realise |
| difficult | their |
| ✓seperate | |

| Your WORDS MISSED LIST | |
|---|---|
| receive /// | whether / |
| business / | mystery / |
| a lot | realize / |
| difficult | their |
| separate / | |

This keeps up week after week. New words are added when *you* feel they need to be. Words are removed from the list when *you* feel you know how to spell them. One nice thing about this plan is that you really zero in on words that cause *you* a real problem. (In the example the word *receive*) This kind of zeroing in can help you master those words that you always miss on spelling tests. Isolating a word can help you memorize it over a long period of time and will stop you from looking up the same word in the dictionary over and over again. In the example above, it shouldn't take this person very long now to have a good mental picture of the word RECEIVE.

## Job 7

Go to the ACTIVITY SECTION, page 11.

Spelling is a skill. In order to master a skill you must want to master it and you must practice. Using the Ways To Improve Your Spelling Skill along with the Words Missed Plan given in this Unit on Spelling, you should be on your way to becoming a top speller.

(DON'T FORGET TO SEE YOUR TEACHER FOR A SPELLING POST-TEST)

# SPELLING

# TEACHER GUIDE

This unit on Spelling has been created to meet the following Performance Objective:*

Given orally 50 common words encompassing the following: pronunciation, "ie" or "ei", changing "y" to "i", dropping final "e" before suffix, doubling consonant before suffix, and apostrophes, the student will write, type, or orally spell the words with 70% accuracy.

**The total Spelling module consists of:**

A Teacher Guide containing:

- A Pre-Test
- Two Post-Tests
- Answers to the Pre-Test and two Post-Tests
- Answers to the student ACTIVITIES and JOBS located in the Student Working Papers
- General Information

A nonconsumable student booklet called a "unit" containing what is to be learned.

A consumable student workbook called "Student Working Papers" containing:

- Student Progress Charts
- Exercises arranged so that the student does the work on the paper provided. Some exercises are called ACTIVITIES and others are JOBS.
- Answers to these ACTIVITIES and JOBS.

Three prerecorded cassette audio tapes containing spelling tests.

**Materials necessary for implementation of this unit:**

1. Every student must have a pen, pencil or typewriter.
2. A tape recorder (listening only is required for two problems within the unit itself – ACTIVITY 2 and JOB 3). A recorder is also needed for the Pre-Test and Post-Test.
3. Dictionaries are a must! Students are encouraged to use them within the unit. Standard college dictionaries such as Funk & Wagnall's or Merriam-Webster's are recommended. One large unabridged dictionary should be readily available although not absolutely necessary. Students should be able to handle and examine books containing only spellings and syllabications of words. (*20,000 Words* by McGraw-Hill or *Instant Spelling Dictionary* by Grolier Enterprises are examples.)

*Number 113.01.01 as stated in the *California Business Education Program Guide for Office and Distributive Occupations* developed by the Bureau of Business Education, California State Department of Education, Sacramento, California.

**Teacher Preparation**

Before going further, it is *strongly* recommended that the teacher read through the Student Manual. This will help the teacher to understand several points being made in the remaining pages of this Teacher Manual. It is also suggested that the teacher skim the ACTIVITIES and JOBS and spends a little time with the Student Progress Chart.

**General Statements**

1. "There is no one method that is best for teaching spelling on all occasions . . ." From comments by the authors Ayer, Oberholtzer and Lane in *Golden State Speller*, page x, Book 3, California State Series, 1934, World Book Co., N.Y.

   "The best and easiest way for John or Mary to learn to spell correctly may not be the most efficient for George or Abigail." From *Spell It Right!* by Shaw, page 8, 1971, Barnes & Noble, Inc.

2. You are a spelling teacher as well as a Business or Distributive Education teacher.
3. A poor speller may not mean poor basic intelligence.
4. Realizing these facts could result in these actions
   - It will be just as unthinkable to accept the word *recieve* from your student as it is to accept 2 + 2 = 5.
   - There will be a desire on your part to gather information regarding the psychology of learning to spell.
   - Methods of teaching spelling will be examined by you.
   - You will accumulate various teaching/learning materials involving spelling.
5. Articulation with the English Department of the local school system is important. Rapport should be established with a "team" approach in regard to English skills as the number one goal.
6. You are a remedial spelling teacher. You must try to undo what has been established within your student's mind regarding spelling. Much of this is attitudinal.
7. In other words, just as you are now involved in your regular teaching assignment (shorthand, typewriting, etc.), you should become involved in spelling.

**Evaluation of Student Progress**

The Unit is designed to allow students to read and practice what they read through individual work assignments called ACTIVITIES and JOBS. They do these exercises at their own speed.

1. ACTIVITIES

Immediately upon completing an ACTIVITY a student checks his work against a key that is provided within the Unit. This allows for immediate feedback to the student as to his understanding of the material just covered. The score is entered on the STUDENT PROGRESS CHART *by the student.* If the student does well, she moves on in the Unit. Should she run into trouble, the CHART refers her to the teacher. This helps the student contact the teacher when performance indicates a need for assistance.

Notice that there are times in the ACTIVITIES and JOBS sections of the CHARTS where the student is directed to go no further until the teacher has checked his PROGRESS CHART. It is hoped that this can be done right in the classroom during class time rather than to have the student hand in the CHART and wait several days for it to be returned. The PROGRESS CHART is so designed that a quick glance reveals:

a. Student's acceleration rate. (Date Completed Column)

b. Student's overall success:

... If there are many check marks in the "See Your Teacher Right Away" section, you know the student is having a problem with this Unit.

... If most check marks are concentrated in the Exceilent section, you may wish to ask a few simple questions pertaining to the content of the unit completed by the student thus far.

If *satisfactory* answers are given, sign the PROGRESS CHART and encourage the student to continue.

If *unsatisfactory* answers occur, there are several assumptions that could be checked out. For example, the student may have forgotten, had a difficult time with self-evaluation or just plain cheats. Your positive approach towards job competency skills should help overcome the problem.

2. JOBS

The first six JOBS are fairly simple and require little teacher input. JOB 7 needs good monitoring by the teacher. The student needs encouragement to do the JOB, praise that the words are being learned and an awareness that you are interested in his progress.

**Teaching Strategies**

It is suggested that the following procedures be used for implementing this Spelling Unit:

*Every* student should read pages one and two in the Student Manual before taking the Pre-Test. If you are individualizing and have a spin-in, spin-out approach, it is highly conceivable that students will be working at their own speed on units throughout the Common or Office Core. Therefore, a student may choose this Unit as her first attempt in the Business Core or she may skip it until the very end of her Common Core work. Students in Shorthand should be encouraged to work on this unit early since it will:

a. Identify extremely poor spellers.
b. Identify good spellers.
c. Provide a plan for spelling improvement.

- Student takes the Pre-Test *and passes.*

If a passing score is achieved, there is no need to work through the Unit. The Performance Objective for this Unit (see page 1, Teacher Guide to the Spelling Unit) states a passing score of 70%. Individual teachers and Business Departments should decide whether this percentage is adequate for the needs of their students based on student goals, local business community demands, etc. (See Grading, page 6 in this Teacher Manual.) Students entering shorthand would probably require a higher passing percentage on the Pre-Test.

The Pre-Test is scored by the student or a student aide. In the Key to Student Activities, Jobs and Tests section of this Teacher Guide you will find the words for the Pre-Test. Notice that prior to each word there is a page number. This number indicates the page that word is examined in the student packet. It would be highly desirable if every student *passing the PRE-TEST* be required to read the pages and do the exercises pertaining to the words missed. Even good spellers need help.

- Student takes the Pre-Test *and fails.*

The student begins working through the Spelling Unit, page 3. The teacher is immediately faced with several problems:

1. If the student fails the Pre-Test miserably, there is an attitudinal problem that should be faced. The student may *hate* spelling because failure is the name of the game as far as this skill is concerned for this student. Teachers should be aware of who failed badly in order to do what only a teacher can do . . . encourage, help, understand, talk. DO NOT keep reminding the student what a poor speller he is by comparing him to others or trying to convince him of the need to spell correctly. Recognize him. Talk to him. Try to create a good rapport. Gain the student's *trust.*

2. The student may be a poor reader. The Spelling Unit is constructed at about the sixth grade reading level. Through experience we all know that some students have a much lower level. Several approaches could be used with a poor reader.

   a. Notice that there really isn't much reading between exercises. The teacher or teacher aide could ask the student to explain what was read before going to each ACTIVITY or JOB. If the explanation is not adequate, the teacher or aide could clarify.

   b. Material could be read to the student. Good rapport, trust and a feeling of personal worth are essential before this can occur. It is important not to place the student in a position where peer judgment results in feelings of inferiority.

   c. The reading material could be placed on tape.

   d. The student should be enrolled in a remedial reading class.

3. An eye problem may exist. Sometimes students need glasses or do not wear them for various reasons.

4. Students tend to do exercises or problems without reading directions. In fact, some students may go directly to the ACTIVITIES and JOBS without reading the instructional material within the packet. The teacher must be on the alert for this type of activity. When a student is discovered, DON'T make an international incident out of it. Remember that spelling is one area of learning most students are not overly excited about. A positive, helpful approach goes much further in the long run than fire and brimstone.

5. ACTIVITIES and JOBS, once completed, should be checked by the students using the key located in the back of their working papers. It was once stated that when a group of teachers gets together, don't talk about death, taxes, politics, or whether students should have access to keys/answers to problems.

The idea in this unit is to help the student quickly and efficiently review spelling techniques. We feel a key is necessary in order to accomplish that objective. The teacher simply cannot

teach if papers need to be corrected continuously. The student cannot progress rapidly if she must wait for papers to be returned before moving on.

What about cheating? Yes, cheating will occur. Perhaps this will be a great opportunity for the teacher to help the student to mature. Cheating is usually eliminated or certainly decreased once the student realizes that a grade is not hanging on every ACTIVITY or JOB, that competition between peers is nonexistent (competition with yourself is fine), that cheating puts the student out of contact with the teacher thus destroying any chance for real help, and that it has no rewards.

6. The teacher *must* be aware and monitor the Student Progress Chart that each student will keep. This chart will quickly tell where the student is in the Unit and how well he is performing.

   The chart also tells the student when it is time to see the teacher for help that the Spelling Unit cannot give him. The SEE YOUR TEACHER RIGHT NOW section is an indicator to both student and teacher that something is wrong. It's up to the teacher to determine what that SOMETHING is. Here is where real teaching takes place. Here is where the teacher's years of training, experience and plain know-how takes over.

   a. Perhaps the student needs further practice. Now is the time to dust off those old Business English, grammar, spelling, or whatever books. This is where the teacher uses supplementary material to try to help an individual student with a specific problem.

   b. The teacher may find it necessary to create a small group of students who are having the same difficulty and go into a deeper explanation or give oral drills.

   c. Perhaps the teacher may need to call on another member of the faculty for advice . . . How about an English Dept. colleague?

   d. The problem may be one of simply not reading the directions carefully.

   Whatever the reason, the teacher should feel good about the fact that the student had requested help. This act shows a desire to learn, trust and a good attitude on the student's part. The first request for aid should be handled in such a manner that, if the student finds it necessary to do so, there will be a second request. (By the way, if the first request is successful, cheating is probably eliminated.)

7. Upon completion of the Unit, a Post-Test is taken. When is the Unit completed? When the four-week spelling tests in JOB 7 have been taken. The student could be working on other Common Core Units in the meantime. When should the Post-Test be taken?

   a. *Before beginning JOB 7.* Thus the test would be given while the material learned is still fresh in the student's mind. Even though the Post-Test would be completed, the Unit itself would not be finished until JOB 7, and words missed on the Post-Test could be included in the JOB.

   b. *After completing JOB 7.* This would be the final act for this Unit and allow the student time to learn words causing special problems.

   Regardless of when the Post-Test is taken, an analysis of errors should be made if the student fails the test. Further work would then be given on the basis of the analysis of errors and page numbers. (See Teacher Key to Pre-Tests and Post-Tests.)

Notice that there are two Post-Tests. After one failure and some work on the student's part, the second test would be given. If the student fails this test and more work is assigned, the Pre-Test could be given as a third test.

8. What about JOB 7? Isolating one's own spelling problems helps to increase spelling skill. Every student who goes through the Spelling Unit should try this method for the four weeks suggested. Shorthand students should be encouraged to continue the practice throughout the year. In fact, the teacher may wish to set up a schedule to examine the Student Word List of shorthand students at regular intervals. Shorthand teachers should be made aware of what is happening and could be encouraged to adopt or extend this practice to their classroom activity.

   Of course other students should be given an opportunity to continue on with their lists. Weekly spelling quizzes (students quizzing students) might become a common practice in the Business Department. A continuous activity in spelling is essential in order to improve spelling skills.

**Grading**

The Performance Objective (see top of first page of Teacher Guide to Common Core Spelling) calls for 70% accuracy as passing. Although this may seem rather low, if you refer to the *Bureau of Business Education Program Guide for Office and Distributive Occupations,* you will note that Office Core, Spelling requires 80% passing and specific job classifications such as Stenographer demand 90%. This Unit was written to conform to the Common Core Performance Objective . . . 70% passing. This could also be defined as a "C" letter grade. Your philosophy, the department's policy, or local job requirements might determine deviations from the 70% figure.

A final note on grading. Some may wish to have a student work through the entire unit with only one goal in mind . . . to pass the final Post-Test. Others may feel that grading an ACTIVITY or JOB now and then helps students. Still others may wish to grade *everything* a student does. The Unit was designed for maximum flexibility and could fit any of the above; however, to preserve your own sanity, if nothing else, it is recommended that a grade not be placed on *everything.*

# TEACHERS KEY TO ACTIVITIES AND JOBS

**Activity 1**

1. chief
2. receive
3. thief
4. leisure
5. believe
6. weigh
7. receipt
8. field
9. weird
10. brief

**Activity 2**

1. receive
2. field
3. thief
4. brief
5. receipt
6. leisure
7. believe
8. chief
9. weigh
10. weird
11. review
12. piece
13. freight
14. yield
15. relieve
16. science
17. seize
18. either
19. height
20. deceit

**Activity 3**

1. a. freight
2. a. receive
3. b. believe
4. b. weigh
5. a. leisure
6. b. brief
7. a. deceit
8. a. receipt
9. b. relieve
10. b. field

**Activity 4**

1. stayed
2. enjoying
3. saying
4. employer
5. employee
6. employable
7. annoyed
8. enjoyable
9. copying
10. betrayed

**Activity 5**

1. copied
2. hurries
3. hurried
4. hurried
5. pities
6. pitiful
7. pitying
8. inventories
9. relying
10. replying

**Activity 6**

1. payment
2. heavier
3. employment
4. icier
5. obeying
6. daily
7. prayer
8. said
9. saying
10. replying

**Activity 7**

1. advising
2. likable
3. arguing
4. hoping
5. usable
6. coming
7. responsible
8. believing
9. judging
10. forcible

**Activity 8**

1. sincerely
2. enclosed
3. hopeless
4. useless
5. careful
6. movement
7. safely
8. extremely
9. hateful
10. awesome

**Activity 9**

1. advising
2. sincerely
3. mileage
4. judgment
5. believing
6. judging
7. icy
8. hoping
9. useless
10. acknowledgment

**Activity 10**

1. yes
2. yes
3. yes
4. no
5. no
6. yes
7. no
8. yes
9. no
10. no

**Activity 11**

1. yes
2. yes
3. yes
4. yes
5. yes
6. yes
7. yes
8. yes
9. yes
10. yes

## Teacher Key to ACTIVITIES AND JOBS, Continued

**Activity 12**

1. letting
2. swimming
3. equipped
4. equipment
5. taxing
6. development
7. turned
8. preference
9. dropped
10. shipped

**Activity 13**

1. C
2. C
3. I
4. C
5. C
6. I
7. I
8. C
9. I
10. C

**Activity 14**

1. school's and s'
2. city's and ies'
3. woman's and men's
4. Adames' and ses'
5. thief's and ves'
6. mouse's and mice's
7. law's and mothers in law's
8. taxi's and s'
9. goose's and geese's
10. witness's and es'

**Activity 15**

1. It's
2. it's
3. its
4. its
5. it's
6. its
7. its
8. It's
9. its
10. it's

**Activity 16**

no key, words are on back of student's copy

**Activity 17**

1. separate
2. paid
3. stationary
4. February
5. there
6. principal
7. surprise
8. hundred
9. government
10. announcement

**Activity 18**

no key

## Teacher Key to ACTIVITIES AND JOBS, Continued

**Job 1**
No key necessary.

**Job 2**
No key necessary

**Job 3**
1. business
2. a lot
3. separate
4. its
5. there
6. too
7. personnel
8. their
9. immediately
10. all right
11. surprise
12. whether
13. necessary
14. receive
15. truly
16. it's
17. your
18. would
19. believe
20. committee
21. meant
22. sincerely
23. mileage
24. principal
25. enclose

**Job 4**
Sentence Composition. The meanings of the words used from page 15 in the Spelling Unit should be the same in the sentences below as those you composed.

| | |
|---|---|
| 1. Too | The prices are too high in that store. |
| 2. it's | It's true that prices are high, but the goods they sell are good. |
| 3. their | Their sales are very popular because they handle good merchandise. |
| 4. to | It's to their credit that they have the sales. |
| 5. principal | Our high school principal shops there. |
| 6. its | That store had its window displays changed often. |
| 7. committee | A committee of three students asked the manager to speak to the class. |
| 8. separate | The whole store was divided into separate departments. |
| 9. believe | I believe each department has a sales goal. |
| 10. a lot | Any profit that store makes comes from a lot of hard work by all employees. |

**Job 5**
1. separate
2. there
3. truly
4. enclose
5. business
6. personnel
7. immediately
8. all right
9. sincerely
10. surprise

## COMMON CORE
### Key to Pre-Test
### Spelling

| Page No. | | Page No. | |
|---|---|---|---|
| 16 | 1. business | 16 | 26. a lot |
| 5 | 2. copying | 5 | 27. paid |
| 16 | 3. whether | 6 | 28. ninth |
| 6 | 4. awful | 13 | 29. there |
| 13 | 5. principal | 16 | 30. too |
| 4 | 6. receipt | 13 | 31. surprise |
| 12 | 7. separate | 12 | 32. all right |
| 13 | 8. experiment | 6, 16 | 33. truly |
| 16 | 9. your | 6 | 34. twelfth |
| 5 | 10. enjoyed | 8 | 35. referring |
| 7 | 11. heating | 16 | 36. to |
| 16 | 12. personnel | 6 | 37. enclosed |
| 6 | 13. noticeable | 13 | 38. government |
| 6 | 14. mileage | 9 | 39. girl's |
| 6 | 15. caring | 14 | 40. sincerely |
| 16 | 16. their | 4 | 41. believe |
| 4 | 17. receive | 13 | 42. February |
| 13 | 18. announcement | 16 | 43. its |
| 16 | 19. necessary | 4 | 44. leisure |
| 7 | 20. occurring | 6 | 45. judgment |
| 5 | 21. hurries | 13 | 46. stationery |
| 13 | 22. hundred | 5 | 47. daily |
| 16 | 23. immediately | 16 | 48. it's |
| 4 | 24. foreign | 5 | 49. copies |
| 9 | 25. dogs' | 11 | 50. children's |

## COMMON CORE SPELLING

### Key to Post-Test No. 1

| Page No. | | |
|---|---|---|
| 13 | 1. | hundred |
| 5 | 2. | enjoying |
| 16 | 3. | necessary |
| 6 | 4. | advising |
| 7 | 5. | letting |
| 16 | 6. | their |
| 11 | 7. | women's |
| 6 | 8. | argument |
| 16 | 9 | your |
| 5 | 10. | shipper |
| 6 | 11. | advantageous |
| 13 | 12. | announcement |
| 16 | 13. | business |
| 5 | 14. | paid |
| 9 | 15. | cat's |
| 4 | 16. | believe |
| 16 | 17. | its |
| 6 | 18. | judgment |
| 13 | 19. | experiment |
| 16 | 20. | truly |
| 5 | 21. | copies |
| 16 | 22. | whether |
| 6 | 23. | doubly |
| 4 | 24. | foreign |
| 8 | 25. | remittance |

| Page No. | | |
|---|---|---|
| 16 | 26. | to |
| 5 | 27. | hurrying |
| 16 | 28. | too |
| 7 | 29. | planning |
| 4 | 30. | height |
| 13 | 31. | maintenance |
| 16 | 32. | surprise |
| 6 | 33. | mileage |
| 9 | 34. | stationery |
| 16 | 35. | a lot |
| 6 | 36. | twelfth |
| 9 | 37. | cats' |
| 16 | 38. | immediately |
| 5 | 39. | daily |
| 16 | 40. | it's |
| 13 | 41. | there |
| 13 | 42. | government |
| 4 | 43. | receipt |
| 14 | 44. | sincerely |
| 6 | 45. | enclosed |
| 13 | 46. | February |
| 12 | 47. | all right |
| 13 | 48. | principal |
| 4 | 49. | receive |
| 12 | 50. | separate |

## COMMON CORE – SPELLING

### Key to Post Test No. 2

| Page No. | | |
|---|---|---|
| 6 | 1. | awful |
| 16 | 2. | necessary |
| 5 | 3. | enjoyed |
| 16 | 4. | your |
| 13 | 5. | there |
| 4 | 6. | receipt |
| 16 | 7 | truly |
| 7 | 8. | heating |
| 14 | 9. | sincerely |
| 4 | 10. | foreign |
| 13 | 11. | February |
| 16 | 12. | their |
| 5 | 13. | hurries |
| 13 | 14. | surprise |
| 13 | 15. | experiment |
| 16 | 16. | too |
| 13 | 17. | principal |
| 5 | 18. | daily |
| 16 | 19. | it's |
| 16 | 20. | noticeable |
| 13 | 21. | hundred |
| 4 | 22. | receive |
| 16 | 23. | business |
| 6 | 24. | twelfth |
| 11 | 25. | children's |
| 6 | 26. | enclosed |
| 16 | 27. | to |
| 16 | 28. | a lot |
| 6 | 29. | mileage |
| 9 | 30. | dogs' |
| 12 | 31. | all right |
| 5 | 32. | copies |
| 16 | 33. | whether |
| 7 | 34. | occurring |
| 13 | 35. | government |
| 16 | 36. | immediately |
| 5 | 37. | paid |
| 16 | 38. | personnel |
| 4 | 39. | believe |
| 5 | 40. | copying |
| 13 | 41. | stationery |
| 13 | 42. | announcement |
| 16 | 43. | its |
| 4 | 44. | leisure |
| 6 | 45. | caring |
| 6 | 46. | ninth |
| 8 | 47. | referring |
| 9 | 48. | girl's |
| 12 | 49. | separate |
| 6 | 50. | judgment |

COMMON CORE

# SPELLING

**Student Working Papers**

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## STUDENT PROGRESS CHART
### Activities

**Note to Student**

As soon as you finish an ACTIVITY, fill out this chart. If you had 7 or more correct answers, go on in the Unit. If you had 6 or less answers correct, see your teacher before going on.

| Number of Activity | Date Completed | NUMBER YOU HAD RIGHT | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | See Your Teacher Right Now | | | | | | Fair | | Good | Excellent |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| Show this chart to your teacher before moving on. _____ (Teacher Signature) _____ (Date) | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
| 11 | | | | | | | | | | | |
| 12 | | | | | | | | | | | |
| 13 | | | | | | | | | | | |
| 14 | | | | | | | | | | | |
| 15 | | | | | | | | | | | |
| 17 | | | | | | | | | | | |
| Show this chart to your teacher before moving on. _____ (Teacher Signature) _____ (Date) | | | | | | | | | | | |

## STUDENT PROGRESS CHART

### JOBS

**Note to Student**

As soon as you finish a JOB, fill out this chart.

| Job Number | Date Completed | |
|---|---|---|
| 1 | | Teacher Signature _____ |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | Date 1st Test | |
| | Date 2nd Test | |
| | Date 3rd Test | |
| | Date 4th Test | Teacher Signature _____ |

## ACTIVITY 1

Below you will see a list of ten sentences with *ei, ie* words. Fill in the blanks with either *ei* or *ie*. After you finish, go to the back of this Section and compare your answers with those in the key. If you have *three or more wrong,* study the *ei, ie* rules on pages 3 and 4 in the Spelling Unit.

1. The ch__f was away for a week on vacation.
2. Did you rec__ve the check through the mail?
3. The th__f stole most of our money.
4. Much of my l__sure time is spent fishing and boating.
5. I bel__ve next year will be my last year in school.
6. How much did he w__gh after completing his exercise plan?
7. Mrs. Sanchez asked for a rec__pt after paying the amount owed.
8. Our football f__ld was ready for the game with Santa Barbara.
9. That was a w__rd color.
10. Please make your speech very br__f.

(Be sure to put your score in the STUDENT PROGRESS CHART, page 1a)

## ACTIVITY 2

Check out a tape recorder and the tape for this Activity. You will be given 20 words with *ei, ie* spellings. Write each word as you think it should be spelled. Use page 12 in this Workbook.

After you take the test, return the tape recorder and tape and to to the key located in the back of this Section. Compare your spellings with the answers. If you had more than *five* wrong, study the *ei, ie* rules on pages 3 and 4 in the Spelling Unit.

(Do not record this score in the STUDENT PROGRESS CHART)

## ACTIVITY 3

Below is a list of ten words. Can you pick out the correct spelling? Put an *a* in the blank at the left if you think the word following the *a* is spelled correctly. Put a *b* in the blank at the left if you think the word following the *b* is spelled correctly.

After you finish, go to the back of this section and compare your answer with those in the key. If you missed *more than three,* see your teacher now.

| | | |
|---|---|---|
| 1. ____ | a. freight | b. frieght |
| 2. ____ | a. receive | b. recieve |
| 3. ____ | a. beleive | b. believe |
| 4. ____ | a. wiegh | b. weigh |
| 5. ____ | a. leisure | b. liesure |

(This Activity continues on the next page.)

6. ____ a. breif b. brief
7. ____ a. deceit b. deciet
8. ____ a. receipt b. reciept
9. ____ a. releive b. relieve
10. ____ a. feild b. field

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 4

Add the suffixes to the words listed below. After you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* study the rules on the top of page 5 in the Spelling Unit.

1. stay + ed _____ (write or type the entire word in the blank)
2. enjoy + ing _____
3. say + ing _____
4. employ + er _____
5. employ + ee _____
6. employ + able _____
7. annoy + ed _____
8. enjoy + able _____
9. copy + ing _____
10. betray + ed _____

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 5

Add the suffixes to the words listed below. After you finish, go to the back of this Section and compare your answers with those in the key. If you missed *more than three,* study the rules on the top of page 5 in the Spelling Unit.

1. copy + ed _____ (write or type the entire word in the blank)
2. hurry + es _____
3. Hurry + ed _____
4. pity + able _____
5. pity + es _____
6. pity + ful _____
7. pity + ing _____
8. inventory + es _____
9. rely + ing _____
10. reply + ing _____



(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 6

Add the suffixes to the words listed below. After you finish, go to the back of this Section and compare your answers with those in the key. If you missed *more than three,* see your teacher right away.

1. pay + ment _____ (write or type the entire word
2. heavy + er _____ in the blank)
3. employ + ment _____
4. icy + er _____
5. obey + ing _____
6. day + ly _____
7. pray + er _____
8. say + d _____
9. say + ing _____
10. reply + ing _____

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 7

Add the suffixes to the words listed below. After you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* study the rules on the top of page 6 in the Spelling Unit.

1. advise + ing _____ (write or type the entire word
2. like + able _____ in the blank)
3. argue + ing _____
4. hope + ing _____
5. use + able _____
6. come + ing _____
7. response + ible _____
8. believe + ing _____
9. judge + ing _____
10. force + ible _____

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 8

Add the suffixes to the words listed below. After you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* study the rules on page 6 in the Spelling Unit.

1. sincere + ly _____ (write or type the entire word
2. enclose + ed _____ in the blank)
3. hope + less _____
4. use + less _____
5. care + ful _____
6. move + ment _____
7. safe + ly _____
8. extreme + ly _____
9. hate + ful _____
10. awe + some _____

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 9

Add the suffixes to the words listed below. After you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* see your teacher right away.

1. advise + ing _____ (write or type the entire word
2. sincere + ly _____ in the blank)
3. mile + age _____
4. judge + ment _____
5. believe + ing _____
6. judge + ing _____
7. ice + y _____
8. hope + ing _____
9. use + less _____
10. acknowledge + ment _____

(Be sure to record your score in the STUDENT PROGRESS CHART, Page 1a.)

## ACTIVITY 10

Below is a list of ten words and suffixes. If you think the last consonant *should be* doubled when adding the suffix shown next to the word, write YES on the blank in front of the word. If you believe the last consonant *should not* be doubled, put NO on the blank.

When you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* study the rule on page 7 in the Spelling Unit. Record your score in the STUDENT PROGRESS CHART.

1. _____ let (ing)
2. _____ ship (er)
3. _____ drop (ed)
4. _____ heat (ing)
5. _____ ask (ed)
6. _____ plan (ing)
7. _____ light (er)
8. _____ swim (er)
9. _____ sigh (ing)
10. _____ climb (ed)

## ACTIVITY 11

Below is a list of ten words and suffixes. Follow the same instructions given for **Activity 10** above. Record your score in the STUDENT PROGRESS CHART.

1. _____ refer (ing)
2. _____ prefer (ed)
3. _____ unforget (able)
4. _____ occur (ed)
5. _____ remit (ance)
6. _____ equip (ing)
7. _____ forget (ing)
8. _____ begin (er)
9. _____ suggest (ed)
10. _____ occur (ence)

## ACTIVITY 12

Add the suffixes to the words listed below. After you finish, go to the back of this section and compare your answers with those in the key. If you missed *more than three,* see your teacher right away.

1. let + ing _____ (write or type the entire word
2. swim + ing _____ in the blank)
3. equip + ed _____
4. equip + ment _____
5. tax + ing _____
6. develop + ment _____
7. turn + ed _____
8. prefer + ence _____
9. drop + ed _____
10. ship + ed _____



(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 13

If the underlined word is correct, put a *C* on the blank in front of the sentence. If the underlined word is not correct, put an *I* on the blank in front of the sentence. When you have finished, check your answers with those in the key located in back of these working papers. If you have 3 or more wrong, study pages 9 and 10 in the Spelling Unit again.

____ 1. The *girl's* bike was in the garage.
____ 2. Our *boys'* beds both broke yesterday.
____ 3. The *mouses'* tail was very long.
____ 4. Mr. *Smith's* yard sure needed a good cleaning.
____ 5. Most of the *children's* coats were left behind.
____ 6. Her two *son-in-laws'* came to visit this afternoon.
____ 7. The *girls'* had two new bikes.
____ 8. *Stockton's* new mayor made us feel right at home.
____ 9. Both of our *horse's* ears went straight back when the dog walked in.
____10. Did you know that *mouse's* tail was very long?

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 14

Write each of the following words in its possessive form. When you finish, go to the back of this unit and compare your answers with those in the key. If you have 3 or more wrong, see your teacher right away.

| | | *Singular Possessive* | *Plural Possessive* |
|---|---|---|---|
| Example: | 0. dog | dog's | dogs' |
| | 1. school | | |
| | 2. city | | |
| | 3. woman | | |
| | 4. Adams | | |
| | 5. thief | | |
| | 6. mouse | | |
| | 7. mother-in-law | | |
| | 8. taxi | | |
| | 9. goose | | |
| | 10. witness | | |



(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 15

Put *its* or *it's* in the blanks below to complete the sentences. When you finish, check your work with the key in the back of these working papers. If you had more than three wrong, study page 11 in the Spelling Unit again and look up both *it's* and *its* in the dictionary to determine their meanings.

1. _____ going to be a long day.
2. It seems that _____ getting very late.
3. The typewriter had _____ cover off.
4. The bank told us _____ interest rate was rising.
5. That dog had a collar yesterday, but today _____ lost.
6. Sam's car had _____ two front wheels fall off.
7. Our house's roof was inspected and _____ chimney cleaned.
8. _____ great to hike along a mountain stream.
9. Blue Lake quickly lost _____ ice cover as spring grew older.
10. My boss said that _____ time for a break!

(Be sure to record your score in the STUDENT PROGRESS CHART.)

## ACTIVITY 16

*Do not look* at the next page. Give the page to someone. That person will give you a spelling test having ten words that are shown there. As each word is dictated, write it down on a scrap sheet of paper in your best handwriting or type the word. When you finish the test, compare your words with those on page 7A. If you had more than three wrong, study pages 11 and 12 in this Unit again, then go to Activity 16. If you had less than three wrong, go to Activity 17. (Don't record score in PROGRESS CHART.)

## ACTIVITY 17

Can you recognize the misspelled words in the sentences on page 8? There *may* or *may not* be a misspelled word in each sentence. If you think a word is misspelled, cross it out and write the correctly spelled word in the blank before the sentence.

When you finish, check your work with the key in the back of these working papers. If you had 3 or more wrong, try to find out why you made your mistakes and remember to add these to a list you will create on page 19 in the Spelling Unit.

(Go to page 8 for the sentences for this Activity)

## ACTIVITY 16 SPELLING TEST

Instructions to the person giving the test: (Read the sentences to yourself first.)

1. Say the word first.
2. Read the sentence.
3. Say the word again.
4. When you finish with all ten words, ask the person taking the test if he/she would like any word repeated.

1. paid My old job paid me $2.50 an hour. paid
2. stationery If i'm going to write a note to you, I'll need some new stationery. stationery
3. surprise This test was really a surprise. surprise
4. separate The assignment was on two separate pages. separate
5. hundred A hundred copies of this program should be enough. hundred
6. there Are you going there next week? there
7. government My friend has a job with the government. government
8. February Is your birthday in February? February
9. principal The principal visited our classroom the other day. principal
10. experiment Our neighbor tried a new experiment with plant food. experiment

Activity 17, continued

1. _____ We are mailing the booklet under seperate cover.
2. _____ Will you be paid this week?
3. _____ This building is a stationary object.
4. _____ Febuary could be a rainy month.
5. _____ There are too many cars in the parking lot.
6. _____ Are you sure the principle will be able to come?
7. _____ Your visit was a real suprise.
8. _____ Do you know that a hunred people are absent?
9. _____ A discussion was held on goverment control.
10. _____ The morning announcment was clear.

(Be sure to record your score in the STUDENT PROGRESS CHART.)

**ACTIVITY 18**

Below are five words that are commonly misspelled. Using the VISUAL METHOD described on page 14 of the Spelling Unit, study these five words and add *five* more of your own choosing. TOMORROW or the following day give this list to someone and ask that the words be dictated to you. DON'T LOOK AT THE WORDS JUST BEFORE YOU GIVE THEM TO THE PERSON GIVING THE TEST.

If you have more than two wrong, study the words missed for a day or so and have someone give you the test on all ten words again. You pass the test when you can spell eight out of ten correctly.

1. maintenance
2. receipt
3. personnel
4. coupon
5. business
6. (add your words here)
7.
8.
9.
10.

(Go to the next part of this unit, page 14, the Dictionary, as soon as you finish adding your words.)

Do not record this ACTIVITY in the STUDENT PROGRESS CHART, p. 1a.

**JOB 1**

Step 1 Make a list of five words having *ei* in them that you know you might misspell.

Step 2 Add five words having *ie* in them that you know you might misspell to the list you started in Step 1 above.

Step 3 Pick five words from page 13 in your Spelling Unit that you know you might misspell or are troublesome words for you. Add them to the list started in Step 1 and 2.

Step 4 Choose five words from any of the following pages in your Spelling Unit that might cause you spelling problems and add to the list. Pages 5, 6, 7, and 8.

Step 5 YOU SHOULD HAVE A LIST CONTAINING 20 WORDS. Arrange the words alphabetically.

Example: Say that your words might be *either copies* and *sincerely*, etc.
(arranged alphabetically . . . 1. copies
2. either
3. sincerely
and so on)

Step 6 Ask someone to give you a spelling test on these words. Now check to see how well you did. Use the chart below.

*Score* (Number Correct)

19-20. . . . . .Real nice!
17-18. . . . . .Nice!
16 . . . . . .Real
15 . . . . . !
Below 15 correct. . . . . ? see teacher now.

(Record the date you completed this JOB in the STUDENT PROGRESS CHART)

**JOB 2**

You will need a dictionary. Any kind of dictionary will do, small or large. Examine it. Read the first few pages to see what the authors of that book have to say.

Answer these questions to your satisfaction. If you have any questions regarding the dictionary, ask your Business teacher or English teacher.

1. Is there a key to pronunciation in the book?
2. If the word is spelled two different ways, which is the preferred way? (Example: enclose, inclose)
3. Are the words broken into syllables? What are syllables?

(This JOB is continued on the next page.)

4. Are synonyms and antonyms given? What are they?
5. If two or more definitions of a word are given, which is used more frequently than the others?

(Record the date you completed this JOB in the STUDENT PROGRESS CHART.)

**JOB 3**

You will need the cassette tape and recorder for this Job. You will take a spelling test. (See page 13). When you finish the test, return the tape and compare your words with those in the Key located in the back of these working papers.

If you have three or more wrong, go to page 15 and do the reading and work required in that section. If you have less than three wrong, *skip pages 15 and 16* and go directly to page 17 in the Spelling Unit.

**JOB 4**

To complete this Job, do the following Steps.

Step 1 Find the word TOO in the dictionary and read its meanings. *Be sure* you understand the *two* different meanings of this word.

Step 2 Find the word ALLOT in the dictionary and read its meaning. Notice that you cannot find a word such as ALOT.

Step 3 Find the word SEPARATE in the dictionary and read its meaning. Notice the pronunciations of this word.

Step 4 Compose a sentence using each of the ten words listed on page 15 in your Spelling Unit. When you finish, NOT BEFORE, compare your sentences with those in the Key located in the back of this section. Your sentences will be different; however, the meanings of each of the ten words should be the same.

(Record the date you completed this JOB in the STUDENT PROGRESS CHART.)

**JOB 5**

To complete this Job, do the following Steps.

Step 1 Find the words WHETHER and WEATHER in the dictionary and read their meanings.

Step 2 Notice that truly DOES NOT have an E in it. NO.....truEly
YES .....truly

Step 3 Find the words PERSONNEL and PERSONAL in the dictionary. Read their meanings and notice the difference in *meaning* and *spelling*.

Step 4 Underline the words spelled correctly in the list below. Compare your answers with those in the key. Next to the words you believe are spelled incorrectly, write the correct spelling. When you finish, compare the list with the key in back of these working papers. (List is on next page)

Job 5, continued.

1. seperate
2. there
3. truely
4. enclose
5. business
6. personel
7. immediatly
8. alright
9. sincerely
10. suprise

(Record the date you completed this JOB in the STUDENT PROGRESS CHART.)

**JOB 6**

To complete this Job, do the following steps.

Step 1 Find the word THEIR in the dictionary and read its meaning.

Step 2 Find the word THERE in the dictionary and read its meaning.

Step 3 Can you compose a sentence using each one of the above words correctly?
Show your sentences to a teacher or aide for an O.K.

Step 4 Find the word YOUR in the dictionary and read its meaning.
Can you use YOUR and YOU'RE in sentences correctly?
Compose a sentence using each one of the above words correctly?
Show your sentences to a teacher or aide for an O.K.

Step 5 Find the word TO in the dictionary and read its meaning.

Step 6 Can you compose a sentence using TO and TOO correctly?
Show your sentences to a teacher or aide for an O.K.

(Record the date you completed this JOB in the STUDENT PROGRESS CHART.)

**JOB 7**

To complete this Job, follow the instructions given below.

- You are going to create your own WORDS MISSED LIST.
- Please follow the same pattern as explained on pages 17, 18 and 19 in your Spelling Unit.
- You must take four spelling tests on the words, one each week. Notice your Student Progress Chart. It has room for the dates for each of these tests. The Chart is located in front of these working papers for ACTIVITIES and JOBS.
- You cannot finish this Unit unless the list is made and the tests are taken, or your teacher instructs you to do something different. During these four weeks you certainly should be working on other Common Core Units.
- You may use the style on the next page for your WORDS MISSED LIST or create your own.

(Record date in PROGRESS CHART.)

GOOD LUCK!

**COMMON CORE**

**SPELLING UNIT**

**ACTIVITY 2**

This sheet is to be used by the student for Spelling Test, Activity 2. The test is on cassette tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

## COMMON CORE
## SPELLING UNIT
## JOB 3

This sheet is to be used by the student for Spelling Test, Job 3. The test is on cassette tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

## COMMON CORE

## SPELLING UNIT

## PRE-TEST

This sheet is to be used by the student for a Pre-Test to the Spelling Unit. The test is on cassette tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____ 52
47. _____
48. _____
49. _____
50. _____

## SPELLING TEST

### POST TEST No. 1

This sheet is to be used by the student for a Post Test to the Spelling Unit. The test is on cassette tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

## SPELLING TEST

## POST TEST No. 2

This sheet is to be used by the student for a Post Test to the Spelling Unit. The test is on cassette tape.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

## Student Key to
## ACTIVITIES AND JOBS

### Activity 1
1. chief
2. receive
3. thief
4. leisure
5. believe
6. weigh
7. receipt
8. field
9. weird
10. brief

### Activity 2
1. receive
2. field
3. thief
4. brief
5. receipt
6. leisure
7. believe
8. chief
9. weigh
10. weird
11. review
12. piece
13. freight
14. yield
15. relieve
16. science
17. seize
18. either
19. height
20. deceit

### Activity 3
1. a. freight
2. a. receive
3. b. believe
4. b. weigh
5. a. leisure
6. b. brief
7. a. deceit
8. a. receipt
9. b. relieve
10. b. field

### Activity 4
1. stayed
2. enjoying
3. saying
4. employer
5. employee
6. employable
7. annoyed
8. enjoyable
9. copying
10. betrayed

### Activity 5
1. copied
2. hurries
3. hurried
4. pitiable
5. pities
6. pitiful
7. pitying
8. inventories
9. relying
10. replying

### Activity 6
1. payment
2. heavier
3. employment
4. icier
5. obeying
6. daily
7. prayer
8. said
9. saying
10. replying

### Activity 7
1. advising
2. likable
3. arguing
4. hoping
5. usable
6. coming
7. responsible
8. believing
9. judging
10. forcible

### Activity 8
1. sincerely
2. enclosed
3. hopeless
4. useless
5. careful
6. movement
7. safely
8. extremely
9. hateful
10. awesome

### Activity 9
1. advising
2. sincerely
3. mileage
4. judgment
5. believing
6. judging
7. icy
8. hoping
9. useless
10. acknowledgement

### Activity 10
1. yes
2. yes
3. yes
4. no
5. no
6. yes
7. no
8. yes
9. no
10. no

### Activity 11
1. yes
2. yes
3. yes
4. yes
5. yes
6. yes
7. yes
8. yes
9. yes
10. yes

## Student Key to ACTIVITIES AND JOBS, Continued

### Activity 12
1. letting
2. swimming
3. equipped
4. equipment
5. taxing
6. development
7. turned
8. preference
9. dropped
10. shipped

### Activity 13
1. C
2. C
3. I
4. C
5. C
6. I
7. I
8. C
9. I
10. C

### Activity 14
1. school's and s'
2. city's and ies'
3. woman's and men's
4. Adams' and ses'
5. thief's and ves'
6. mouse's and mice's
7. law's and mothers in law's
8. taxi's and s'
9. goose's and geese's
10. witness's and es'

### Activity 15
1. It's
2. it's
3. its
4. its
5. it's
6. its
7. its
8. It's
9. its
10. it's

### Activity 16
no key, words are on back of student's copy

### Activity 17
1. separate
2. paid
3. stationary
4. February
5. there
6. principal
7. surprise
8. hundred
9. government
10. announcement

### Activity 18
no key

**Student Key to ACTIVITIES AND JOBS, Continued**

**Job 1**
No key necessary

**Job 2**
No key necessary

**Job 3**

1. business
2. a lot
3. separate
4. its
5. there
6. too
7. personnel
8. their
9. immediately
10. all right
11. surprise
12. whether
13. necessary
14. receive
15. truly
16. it's
17. your
18. would
19. believe
20. committee
21. meant
22. sincerely
23. mileage
24. principal
25. enclose

**Job 4**

Sentence Composition. The meanings of the words used from page 15 in the Spelling Unit should be the same in the sentences below as those you composed.

| | |
|---|---|
| 1. too | The prices are too high in that store. |
| 2. it's | It's true that prices are high, but the goods they sell are good. |
| 3. their | Their sales are very popular because of the good merchandise they handle. |
| 4. to | It's to their credit that they have the sales. |
| 5. principal | Our high school principal shops there. |
| 6. its | That store had its window displays changed often. |
| 7. committee | A committee of three students asked the manager to speak to the class. |
| 8. separate | The whole store was divided into separate departments. |
| 9. believe | I believe each department has a sales goal. |
| 10. a lot | Any profit that store makes comes from a lot of hard work by all employees. |

**Job 5**

1. separate
2. there
3. truly
4. enclose
5. business
6. personnel
7. immediately
8. all right
9. sincerely
10. surprise